# 2022-2023 CTE Program Approval Rubric

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# Compulsory: RIDE Priorities

| LEA Self-Evaluation | NO | MOSTLY | YES |
|---|---|---|---|
| LEA submitted self-evaluation form and achieved 20 or more points. | They did not submit form or they self-reported less than 20 points | | They self-reported 20 or more points |

*LEA SELF-EVALUATION QUESTIONS FOR REFERENCE*

| RIDE **Top** Priorities: | NO (0) | MOSTLY (2) | YES (4) | Points |
|---|---|---|---|---|
| Is this program in a priority sector? | It is not | | It is | ___ /4 |
| Is this program aligned to approved field industry standard(s) | It is not | | It is | ___ /4 |
| Does this program have a robust industry partnership(s) and/or school-specific advisories? | No industry partnership or advisory is identified | At least one industry partnership or advisory is identified | Two or more industry partnerships or advisories (or a combination thereof) are identified | ___/4 |
| Did you secure a letter of support from the CTEBOT career cluster advisory industry representative? | No | | Yes | ___/4 |
| **RIDE Priorities:** | **NO (0)** | **MOSTLY (1)** | **YES (2)** | **Points** |
| Is this program part of a career cluster with few existing programs in the state? | There are 8 or more of these programs already. | There are 3-7 of these programs already | There are 0-2 | ___/2 |
| Does this program address a geographic programming gap within your transportation region? | There are already 2 or more of these programs within your transportation region | There is 1 of these programs within your transportation region | There are none of these programs within your transportation region | ___/2 |
| Is this an existing locally developed pathway that has a track record of student interest (3 years of enrollment preferrable) | 0 years of enrolled students | 1-2 years of enrolled students | 3 or more years of enrolled student | |

| | | | | |
|---|---|---|---|---|
| If not existing, what is the evidence that there is student-driven demand and support from industry? | No evidence provided | Some evidence of student and industry support is provided | Strong and varied evidence from both students and industry shows demand | ___/2 |
| Does this program have appropriately certified teachers (fully certified, non-emergency certification)? | Identified teacher(s) are not certified, nor are they slated to enroll in a RIDE-approved certification program | Identified teacher(s) are not certified but are slated to enroll in a RIDE-approved certification program | Identified teacher(s) are currently fully certified | ___/2 |
| Does this program have a clear connection to middle school programming? | No connection to middle school is described nor evidenced | Some connection and/or a weak connection to middle school is described and evidenced | A clearly articulated connection between middle and high school is both described and evidenced | ___/2 |
| Do the LEA's other RIDE-approved programs have strong CTE accountability data as evidenced by 1S1?  **\*Note: If no other RIDE-approved program is yet in existence at the LEA, this question will not count.** | 1S1 is below 80% | 1S1 is between 80-94% | 1S1 is above 95% | ___/2 |
| | | | | |
| **TOTAL POINTS** | | | | **___/28** |
| **Key Concerns** | | | | |

**\*\*IF THE PROGRAM SCORED LESS THAN 20 POINTS, IT IS UNLIKELY THAT IT WILL RECEIVE RIDE APPROVAL—THEREFORE, PROCEED ACCORDINGLY**

# Part 1: Contact Information

| | |
|---|---|
| School/District | <NAME> |
| Local Program Name | <NAME> |
| Career Field | <NAME> |
| New or Existing Program | <NAME> |
| Name of Primary Contact | <NAME> |
| Name of Principal/Superintendent | <NAME> |
| Name of staff member(s) attending CTE Advisory Board Meetings | <NAME> |

# Part 2: Connection to CLNA

| Addresses Needs + Goals | NO (0) | MOSTLY (1) | YES (6) | Points |
|---|---|---|---|---|
| The application includes a thoughtful reflection on how this proposed CTE program addresses an LEA need/goal identified in their 2020 CLNA. | No reflection provided | | Reflection suggests a strong need for this program; it addresses a need/goal from the 2020 CLNA | |
| Required evidence: The application includes the specific section and data from the CLNA that clearly show why this new program is needed. **PLEASE COPY/PASTE DIRECTLY FROM THE CLNA** | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| TOTAL | | | | /12 |

# Part 3: Program Design

| Credits and Credentials | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| The application includes the selection of industry-recognized credentials and/or postsecondary academic credits that are required by the approved industry field standards approved by the CTE Board, RIDE, and the K12 Council. | No inclusion of industry-recognized and/or postsecondary academic credits that are included in the industry field standards for the program's career field (if NO, all items below are rated NO as well) | | At least one industry-recognized credential and/or postsecondary academic credit that is required by the industry field standards for the program's career field | |
| <u>Required</u> evidence: The application includes evidence of the ability for students to earn at least one of the credits/credentials included above. | Evidence not submitted OR previous item rated NO | | Evidence of the ability for students to earn at least one of the credits/credentials included above submitted | |
| The application describes *how* the program/LEA will ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above. Applicants that provide multiple culminating credits and/or credentials explain the circumstances that pertain to earning each credential or credit-earning opportunity. | Applicant provides approach that will not ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above OR there are no opportunities | Applicant provides explanation of how program/LEA will ensure that all students have opportunities to earn the industry-rec credentials, and/or postsecondary credits included. If multiple opportunities, applicant does not explain circumstances specific to each | Applicant provides explanation of how program/LEA will ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above AND if there are multiple opportunities, applicant explains circumstances specific to each | |
| <u>Required</u> evidence: The application includes evidence of a policy that states that all students in the pathway are required to earn the credit(s)/credential(s) included above. | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| TOTAL | | | | /8 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Course Sequence | NO (0) | MOSTLY | YES (2) | Points |
|---|---|---|---|---|
| Complete 3-course sequence | Application does not include at least three connected courses OR is incomplete | | Application provides a sequence of at least three connected courses | |
| Required evidence: Document(s) reflecting course completion requirements | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| Skill Development from Sequence | The applicant provides insufficient information regarding how this sequence of courses will enable students to gain industry field standard established entry level skills for the relevant career field | | The applicant provides sufficient information regarding how this sequence of courses will enable students to gain industry field standard established entry level skills for the relevant career field | |
| TOTAL | | | | /6 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Instructor | NO (0) | MOSTLY | YES (2) | Points |
|---|---|---|---|---|
| Instructor Certification | Applicant did not provide current, relevant teacher certification for each teacher in proposed program | | Applicant provided current, relevant teacher certification for each teacher in proposed program | |
| Instructor Qualifications | Information provided does not indicate instructor(s) industry experience or how instructor(s) stay current on industry practice | | Information provided indicates instructor(s) industry experience and sufficient information regarding how instructor(s) stay current on industry practice | |
| TOTAL | | | | /4 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Student Estimates | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Rough estimates are provided for the number of students, both in-district and out-of-district that will be served during the 5-year approval period | Estimates are not provided | | Estimates are provided | |
| TOTAL | | | | /2 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Anticipated Annual Salary | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| The anticipated annual entry-level salary is identified as well as the source of this information | Salary AND/OR source not identified | | Salary and source are both identified | |
| TOTAL | | | | /2 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Partnerships with Post-secondaries | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Does this program have any formal partnerships with a postsecondary institution? | No it does not. | | Yes, it does. | |
| If yes, Does this relationship provide articulated or transcripted credit? | No or N/A | | Yes, it does | |
| TOTAL | | | | /4 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| CTSO Partnerships | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Does this program partner with a CTSO? CTSO is identified. | No it does not. | | Yes, it does. | |
| TOTAL | | | | /2 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Middle School Partnerships | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Middle school partnership is identified and applicant explains how the partnership helps to prepare students for this program. | Not identified or identified but partnership is not explained. |  | Middle school partnership is both identified and details how it helps to prepare students for this program |  |
| **TOTAL** | | | | /2 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

| PBGA | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Overview of Performance Based Graduation Assessment and pathway connection | The applicant does not provide information about the school's proficiency based graduation assessment | The applicant provides information about the school's proficiency based graduation assessment that is/will not be connected to the pathway without a sufficient rationale for why | The applicant provides information about the school's proficiency based graduation assessment that is/will be connected to the pathway or provides a sufficient rationale for the assessment not being connected to the pathway |  |
| **TOTAL** | | | | /2 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

| Completer Status | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Despite identified challenges, assurance that all students in the program will meet all requirements set forth by the program in addition to the existing graduation requirements. | The applicant does not provide assurance that completer status will be reached by all students in this program | The applicant provides some assurance that students will meet all requirements but identified challenges are not adequately resolved. | The applicant provides a complete picture of how students will reach completer status as well as existing graduation requirements. Any and all challenges are identified and addressed fully. |  |
| **TOTAL** | | | | /2 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

# Course Details (Each) – Externally-Validated Courses

| Course Information | NO (0) | MOSTLY | YES (2) | POINTS |
|---|---|---|---|---|
| The course has been externally validated including national curriculum accreditation, AP, dual/concurrent enrollment, etc. | The course is not externally validated by an accredited third-party organization or institution. | | The course is externally validated by an accredited third-party organization or institution. | |
| Required Evidence: Demonstration of accreditation for course | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| TOTAL | | | | /4 |
| Key Concerns (required for all red and yellow ratings): | | | | |

# Course Details (Each) – Locally-Developed Courses

| Course Information | NO (0) | MOSTLY (1) | YES (2) | POINTS |
|---|---|---|---|---|
| Topics Covered / State Academic Standards and Skills | Topics covered are not relevant to career field OR There is not a clear explanation for the flow of topics over the year OR Any work-based learning activity is not related to course content | Topics covered are somewhat relevant to career field. There is a vague explanation for the flow of topics over the year AND Any work-based learning activity is somewhat unrelated to course content | Topics covered are relevant to career field AND There is a clear explanation for the flow of topics over the year AND Any work-based learning activity is well-connected to course content | |
| Required Evidence: Syllabus | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| Industry Involvement in Development of Course | Program did not consult with employers OR does not describe how the program incorporated employers' advice | Program consulted with one employer or employer representatives with little experience in the field. OR It is unclear how the program addressed employers' advice | Program consulted with two or more employers with significant expertise and credibility in the field AND Clear description of how the program addressed employers' advice | |

| Required Evidence: Endorsement, approval or engagement of industry partners in course development | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
|---|---|---|---|---|
| Data driven instruction | Course has no goal OR Program does not regularly assess students (at least monthly) OR has insufficient or no plan/system to respond to student data | Course has a goal, but it is not a SMART goal (e.g. is vague, not measurable, etc.) AND Program includes assessment infrequently (less than once a month) AND Program states that is responds to student data, but lacks details or a clear system | Course goal is a SMART goal AND Program includes some form of assessment on at least a monthly basis, and has a clear system for responding to student assessment data | |
| Rigor / Progress towards credential | Program does not adequately explain how level of rigor matches that of the culminating credential OR Explanation is vague and lacks any of the following: evidence of student pass rates, alignment with professionally-developed materials, or specific examples of efforts taken to align coursework to the credential exam | Program explains how level of rigor matches that of the culminating credential, but description is unconvincing or incomplete AND Explanation includes description of alignment with professionally-developed materials or examples of efforts taken to align coursework to the credential exam, but the descriptions are vague or not connected to the course's rigor | Program convincingly explains how level of rigor matches that of the culminating credential AND Explanation cites evidence of student pass rates, alignment with professionally-developed materials, or specific examples of efforts taken to align coursework to the credential exam | |
| Required Evidence: Sample Assessment | Evidence insufficient | | Evidence demonstrates requirement | |

| | | | | |
|---|---|---|---|---|
| Required Evidence (Existing Programs only): Student work example | Evidence insufficient | | Evidence demonstrates requirement | |
| Instruction / Pedagogy | Program does not articulate a pedagogical approach OR Program has no real plan to integrate academic, technical, and essential skills | Program articulates a clear pedagogical approach, but it is unclear why that approach best serves students AND Program has a vague plan to integrate academic, technical, and essential skills | Program articulates a clear pedagogical and justifies that approach with evidence, such as student outcomes or best practices from respected organizations AND Program has a clear plan to integrate academic, technical, and essential skills | |
| Required Evidence: Lesson Plan | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| **TOTAL** | | | | /20 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

# Part 4: Work-based Learning

| Program Level | NO (0) | MOSTLY | YES (2) | POINTS |
|---|---|---|---|---|
| The application includes at least one work-based learning activity that meets the Governor's Workforce Board standards and the CTEBOT WBL guidance. | Application does not include one work-based learning activity that meets the GWB and CTEBOT standards | | Application includes at least one work-based learning activity that meets the GWB and CTEBOT standards | |
| The application narrative provides a description of how the program will ensure that all students complete the minimum WBL requirements. | Description of how the program will ensure that all students complete the minimum WBL requirements is unclear or does not include all students | | Description of how the program will ensure that all students complete the minimum WBL requirements is clear and inclusive | |
| Required evidence: The application includes evidence that documents that students are required to engage in this WBL experience (e.g. pathway syllabus, course document, etc.). | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| Narrative includes a description of the **data system(s)** used to track student participation in work-based learning, that includes the following elements: | | | | |
| 1. Type of work-based learning (internship, school-based enterprise, industry project, apprenticeship, or service learning project | Narrative does not address or is insufficient | | Narrative demonstrates requirement | |
| 2. Number of hours each student completed | Narrative does not address or is insufficient | | Narrative demonstrates requirement | |
| 3. Courses associated with the WBL | Narrative does not address or is insufficient | | Narrative demonstrates requirement | |
| 4. Whether the WBL activity is paid | Narrative does not address or is insufficient | | Narrative demonstrates requirement | |

| | NO (0) | MOSTLY | YES (2) | N/A | Points |
|---|---|---|---|---|---|
| 5. Whether the WBL activity earns academic credit and, if so, what type of credit | Narrative does not address or is insufficient | | Narrative demonstrates requirement | | |
| 6. Whether the WBL activity provides opportunities for students to earn credits or credentials | Narrative does not address or is insufficient | | Narrative demonstrates requirement | | |
| Required evidence: The application includes evidence of a data system that includes the data elements from above (sample form, data export, etc.). | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| **TOTAL** | | | | | /20 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

# Activity Overview (Each)

| Activity Overview | NO (0) | MOSTLY | YES (2) | N/A | Points |
|---|---|---|---|---|---|
| The application includes a brief description of the activity. | Narrative does not include brief description | | Narrative includes brief description | | |
| Required evidence: The application includes evidence of the WBL activity, including at least one of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides at least one evidence that demonstrates the requirement from the required list | | |
| 1. Syllabus, description of the WBL activity | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Rubric used to evaluate the activity | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 3. Certificate of approval of the apprenticeship by the Rhode Island Apprenticeship | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |

| Council (required for apprenticeships) | | | | | |
|---|---|---|---|---|---|
| **TOTAL** | | | | | /10 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Skills and Outcomes | <span style="background-color:red">**NO (0)**</span> | <span style="background-color:yellow">**MOSTLY (1)**</span> | <span style="background-color:green">**YES (2)**</span> | <span style="background-color:blue">**Points**</span> |
|---|---|---|---|---|
| Application provides examples of technical skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement. | Narrative does not provide examples of technical skills students will gain as a result of this WBL project OR narrative does not provide a rigorous and valid method for skill measurement | Narrative provides examples of technical skills students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor | Narrative provides examples of technical skills students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement | |
| Application provides examples of essential skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement. | Narrative does not provide examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism) students will gain as a result of this WBL project AND narrative does not provide a rigorous and valid method for skill measurement | Narrative provides examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism) students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor | Narrative provides examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism) students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement | |
| Application provides examples of academic skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement. | Narrative does not provide examples of academic skills students will gain as a result of this WBL project AND narrative does not provide a rigorous and valid method | Narrative provides examples of academic skills students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor | Narrative provides examples of academic skills students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement | |

| | for skill measurement | | | |
|---|---|---|---|---|
| Application describes the final presentation component of this WBL activity, including all of the following:  student expectations, format and audience. | Final presentation component does not include student expectations OR format OR audience | | Final presentation component of this WBL activity includes student expectations AND format AND audience. | |
| **TOTAL** | | | | /10 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

| Academic Alignment | NO (0) | MOSTLY | YES (2) | Points |
|---|---|---|---|---|
| Application includes strategies that will be used to ensure that the WBL activity meaningfully connects to coursework and builds on knowledge and skills. The narrative includes pre- or post-activity coursework associated with the WBL activity. Pre-activity coursework provides knowledge and skills that can be directly be applied and/or expanded upon during the WBL activity. Post-activity coursework reinforces and expands upon knowledge and skills gained during the WBL activity. | Pre- activity coursework associated with the WBL activity does not provide knowledge and skills that can be directly applied and/or expanded during the WBL activity OR post-activity coursework does not reinforce and expand upon knowledge and skills gained during the WBL activity | | Pre- activity coursework associated with the WBL activity provides knowledge and skills that can be directly applied and/or expanded during the WBL activity AND post-activity coursework reinforces and expands upon knowledge and skills gained during the WBL activity | |
| | | | **TOTAL** | /2 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

| Employer Engagement | NO (0) | MOSTLY (1) | YES (2) | Points |
|---|---|---|---|---|
| Application includes core responsibilities to which the school will hold the employer. | Core responsibilities to which school will hold employer are not included | | Core responsibilities to which the school will hold employer that are listed in the GWB standards are included | |
| Application includes at least one goal for the employer's experience AND a valid and | Narrative does not provide at least one goal for the | Narrative does not provide at least one goal for the | Narrative provides at least one goal for the employer's experience AND narrative | |

| rigorous method to measure goal attainment. | employer's experience AND narrative does not provide a rigorous and valid method for skill measurement | employer's experience OR narrative does not provide a rigorous and valid method for skill measurement | provides a rigorous and valid method for skill measurement | |
|---|---|---|---|---|
| Required evidence: Application includes evidence of relationship with employer (MOA, letter from employer, etc.) | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| **TOTAL** | | | | /6 |
| **Key Concerns (required for all red and yellow ratings):** | | | | |

# Part 5a: Operations – Existing Programs

| Admissions | NO (0) | MOSTLY (1) | YES (2) | POINTS |
|---|---|---|---|---|
| Narrative: How does your program address any disproportionate enrollment or performance of specific student groups (i.e. gender, race, poverty, MLL, special education, etc.)? | Strategy that ensures equal access for all students does not exist | Strategy intended to ensure equal access for all students exists, but analysis of enrollment data and subsequent recruitment strategy revision should enrollment gaps be identified does not exist | Strategy ensures equal access for all students AND enrollment data is analyzed and recruitment strategies revised should enrollment gaps be identified | |
| Required evidence – Admissions Policy: The application includes copies of admissions policy and procedure, application forms, appeals process and enrollment policy. | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| Required evidence – Student and family-facing documents:  The application includes sample application forms and acceptance and denial letters in languages of significant minority populations in the CTE region. | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| TOTAL | | | | /6 |
| Key Concerns (required for all red and yellow ratings): | | | | |

| Health and Safety | NO (0) | MOSTLY (1) | YES (2) | POINTS |
|---|---|---|---|---|
| Narrative: The application describes how the safety of all students participating in the program is ensured. This includes safety procedures for any potentially dangerous materials or equipment that may occur at school | Description of how the safety of all students participating in the program is ensured does not include safety procedures for any potentially dangerous materials or | Description of how the safety of all students participating in the program is ensured includes safety procedures for any potentially dangerous materials or | Description of how the safety of all students participating in the program is ensured does includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience | |

| | | | | | |
|---|---|---|---|---|---|
| or during a work-based learning experience. | equipment that may occur at school or during a work-based learning experience. Facility does not have current inspections; OR IF there has been an accident in the last five years:<br>• Documentation is unclear or insufficient; OR<br>• Documentation lacks follow-up to mitigate future risk | equipment that may occur at only one of the following:<br>• School OR<br>• Work-based learning experience | | | |
| Required evidence: Application includes evidence of most recent inspection | Evidence not provided or insufficient | | | Evidence demonstrates requirement | |
| Narrative: Application identifies and describes any injuries to students or staff in program in the past five years. | Injuries identified but not described. | | | No injuries reported OR identified injuries are described | |
| Evidence: If injury has occurred in past five years, the application includes the accident report(s) associated with each incident. | Evidence not provided or insufficient | | | Evidence demonstrates requirement | |
| **TOTAL** | | | | | /8 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Facilities and Equipment | NO (0) | MOSTLY (1) | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Application describes a) how the school/LEA provides access for students to adequate and appropriate facilities, equipment, and supplies; b) describes how the school/LEA ensures that facilities and equipment used for instructional or training purposes involve up-to-date technology and meet current | The program does not provide **all** students access to program specific facilities, equipment, supplies and/or workstations; **AND** Facilities and equipment is not up-to-date and does not | The program does not provide all students with access to program specific facilities, equipment, supplies and/or workstations; **OR** Facilities and equipment is not up-to-date | The program provides all students with access to program specific facilities, equipment, supplies and/or workstations; **AND** facilities and equipment are up-to-date and does and | | |

| | | | | | |
|---|---|---|---|---|---|
| business and industry standards; and c) describes how industry has input into the technology that is selected/used in this program. | meet current business and industry standards; **AND** industry does not have input into the technology that is selected/used in this program | and does not meet current business and industry standards; **OR** industry does not have input into the technology that is selected/used in this program | meet current business and industry standards; **AND** industry has input into the technology that is selected/used in this program | | |
| Required evidence – Capital Investments: Application includes design or plan for regular capital investments to ensure up-to-date technology and equipment. | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| Required evidence - Facilities Review: Application includes most recent facilities review that addresses the accessibility of the facility for students with disabilities. | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| Required evidence – Additional Information: Application includes **ONE** of the following: | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| 1. Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facility(ies). | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Current documentation that facilities and equipment are accessible for all students and comply with industry standards. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |

| | NO (0) | MOSTLY | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| 3. Documentation of recent investment in capital improvements, equipment and technology. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |

| | | | | | |
|---|---|---|---|---|---|
| **TOTAL** | | | | | /8 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Student Supports | NO (0) | MOSTLY | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Application includes a description of how the program will ensure students have access to the system of supports and services described in state statutes and regulations. Systems include providing students the opportunity to engage in a goal-setting and planning that supports their academic, career, and personal/social goals and individual needs. | Program has no system for addressing the needs of all students, including special populations; OR offers no formal and/or informal postsecondary goal-setting and opportunities that support their academic, career, and personal/social goals and individual needs | | Program has a system for addressing the needs of all students, including special populations; AND offers formal and/or informal postsecondary goal-setting opportunities that support their academic, career, and personal/social goals and individual needs | | |
| Required Evidence: Application includes **ONE** of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides at least one evidence that demonstrates the requirement from the required list | | |
| 1. Documentation that the program has integrated supports from guidance and advisory | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Evidence that planning and goal setting is integrated into | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |

20

| | NO (0) | MOSTLY (1) | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| lessons and/or the program | | | | | |
| 3. Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| Required Evidence: Application includes **ONE** of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides one piece of evidence that demonstrates the requirement from the required list | | |
| 1. Current enrollment percentages of students with IEP, ELL, Progress Plan and PLP with description of specific supports; | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Relevant documentation from students' IEPs or ILPs; | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 3. Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| **TOTAL** | | | | | /6 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Partnerships | NO (0) | MOSTLY (1) | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Program applicant participates in a statewide advisory (if no, skip next 2 rows) | Applicant does not participate in a statewide advisory | | Applicant participates in a statewide advisory | | |

| | | | | | |
|---|---|---|---|---|---|
| If program applicant participates in a statewide advisory, application identifies the program faculty/administrators who attend the statewide advisory, and explains how participation in the advisory informs program quality | State advisory attendees not identified OR **no** example of how advisory participation informs program quality | | State advisory attendees identified **AND** an example of how advisory participation informs program quality | | |
| Required evidence: If applicants participates in a statewide advisory, application provides documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes) | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| If not currently participating in a statewide advisory, application indicates a plan to join a statewide advisory, commitment from the school leadership to do so, and the timeframe for joining | No plan to join statewide advisory, commitment from the school leadership, and timeframe for joining | | Plan is in place to join statewide advisory, with commitment from school leadership and timeframe | | |
| The application describes how the program will include formal and/or informal relationships as necessary for support AND the application describes how the LEA/school will reflect the community and be representative of key stakeholders. | Program has no formal or informal agreements with partners that are specific to field; AND lacks a means through which all community stakeholders provide support and input specific to the field | Program has a formal or informal agreement with partners that are specific to field; OR has a means through which community stakeholders provide support and input specific to the field | Program has at least one formal or informal agreement with partners that are specific to the field; AND has a means through which community stakeholders provide support and input specific to the field | | |
| Required evidence: Application includes **ONE** of the following: | The applicant does not provide at least one quality | | The applicant provides at least one evidence that demonstrates | | |

| | evidence from the required list | | the requirement from the required list | | |
|---|---|---|---|---|---|
| 1. School calendar of program related events | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Data on students being employed or interning with local or regional businesses | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 3. Opportunities for parent/guardian involvement | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 4. Other documentation that established partnerships are reflective of the community and/or region. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| **TOTAL** | | | | | /12 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

# Part 5b: Operations – Planned Programs

| Admissions | NO (0) | MOSTLY (1) | YES (2) | | POINTS |
|---|---|---|---|---|---|
| Narrative: The application describes a strategy that will ensure equal access for all students, regardless of race, sex, poverty status, or disability. Application includes prior successes at addressing equity gaps in school. | Strategy that ensures equal access for all students does not exist  AND prior successes at addressing equity gaps does not exist | Strategy intended to ensure equal access for all students exists but has weaknesses OR prior successes at addressing equity gaps were minimally successful | Strategy ensures equal access for all students AND prior efforts at addressing equity gaps in school were successful | | |
| Required evidence – Admissions Policy: The application includes copies of admissions policy and procedure, application forms, | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |

| | | | | | |
|---|---|---|---|---|---|
| appeals process and enrollment policy | | | | | |
| Required evidence – Student and family-facing documents: The application includes sample application forms and acceptance and/or denial letters in languages of significant minority populations in CTE Region | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| **TOTAL** | | | | | /6 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Health and Safety | NO (0) | MOSTLY (1) | YES (2) | POINTS |
|---|---|---|---|---|
| Narrative: The application describes how the safety of all students participating in the program will be ensured. This includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience. | Description of how the safety of all students participating in the program will be ensured does not include safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience. Facility does not have current inspections; AND IF there has been an accident in the last five years: • Documentation is unclear or insufficient; OR • Documentation lacks follow-up to mitigate future risk | Description of how the safety of all students participating in the program is ensured includes safety procedures for any potentially dangerous materials or equipment that may occur at only one of the following: <br>• School OR <br>• Work-based learning experience | Description of how the safety of all students participating in the program is ensured does includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience | |
| Required evidence: policies addressing safety procedures | Evidence not provided or insufficient | | Evidence demonstrates requirement | |
| **TOTAL** | | | | /4 |

| Facilities and Equipment | NO (0) | MOSTLY (1) | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Application describes a) how the school/LEA will provide access for students to adequate and appropriate | The program will not provide **all** students access to program | The program will not provide all students with access to program | The program will provide all students with access to program | | |

| | | | | | |
|---|---|---|---|---|---|
| facilities, equipment, and supplies; b) describes how the school/LEA will ensure that facilities and equipment used for instructional or training purposes will involve up-to-date technology and meet current business and industry standards; and c) describes how industry has input into the technology that is selected/used in this program. | specific facilities, equipment, supplies and/or workstations; **AND** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **AND** industry will not have input into the technology that is selected/used in this program | specific facilities, equipment, supplies and/or workstations; **OR** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **OR** industry will not have input into the technology that is selected/used in this program | specific facilities, equipment, supplies and/or workstations; **AND** facilities and equipment are up-to-date and does and meet current business and industry standards; **AND** industry has input into the technology that is selected/used in this program | | |
| Required evidence – Application includes **ONE** of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides one piece of evidence that demonstrates the requirement from the required list | | |
| 1. Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facility(ies) | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Current documentation that facilities and equipment are accessible for all students and comply with industry standards. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| **TOTAL** | | | | | /4 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Student Supports | NO (0) | MOSTLY | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Application includes a description of how the program will ensure students have access to the system of supports and services described in state statutes and regulations. Systems include providing students the opportunity to engage in a goal-setting and planning that supports their academic, career, and personal/social goals and individual needs. | Program has no system for addressing the needs of all students, including special populations; OR offers no formal and/or informal postsecondary goal-setting and opportunities that support their academic, career, and personal/social goals and individual needs | | Program will have a system for addressing the needs of all students, including special populations; AND offers formal and/or informal postsecondary goal-setting opportunities that support their academic, career, and personal/social goals and individual needs | | |
| Required Evidence: Application **ONE** of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides one piece of evidence that demonstrates the requirement from the required list | | |
| 1. Documentation that the program has integrated supports from guidance and advisory | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Evidence that planning and goal setting is integrated into lessons and/or the program | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 3. Evidence of counseling, advising, and planning services provided | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |

| | | | | | |
|---|---|---|---|---|---|
| regularly for the student throughout the program of study | | | | | |
| **TOTAL** | | | | | /4 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

| Partnerships | NO (0) | MOSTLY (1) | YES (2) | N/A | POINTS |
|---|---|---|---|---|---|
| Program applicant participates in a statewide advisory (if no, skip next 2 rows) | Applicant does not participate in a statewide advisory | | Applicant participates in a statewide advisory | | |
| If program applicant participates in a statewide advisory, application identifies the program faculty/administrators who attend the statewide advisory, and explains how participation in the advisory informs program quality | State advisory attendees not identified OR **no** example of how advisory participation informs program quality | | State advisory attendees identified **AND** an example of how advisory participation informs program quality | | |
| Required evidence:  If applicants participates in a statewide advisory, application provides documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes) | Evidence not provided or insufficient | | Evidence demonstrates requirement | | |
| If not currently participating in a statewide advisory, application indicates a plan to join a statewide advisory, commitment from the school leadership to do so, and the timeframe for joining | No plan to join statewide advisory, commitment from the school leadership, and timeframe for joining | | Plan is in place to join statewide advisory, with commitment from school leadership and timeframe | | |
| The application describes how the program will include formal and/or informal relationships as | Program has no formal or informal agreements | Program has a formal or informal agreement with | Program has at least one formal or informal agreement with | | |

| | | | | | |
|---|---|---|---|---|---|
| necessary for support AND the application describes how the LEA/school will reflect the community and be representative of key stakeholders. | with partners that are specific to field; AND lacks a means through which all community stakeholders provide support and input specific to the field | partners that are specific to field; OR has a means through which community stakeholders provide support and input specific to the field | partners that are specific to the field; AND has a means through which community stakeholders provide support and input specific to the field | | |
| Required evidence: Application includes **ONE** of the following: | The applicant does not provide at least one quality evidence from the required list | | The applicant provides one piece of evidence that demonstrates the requirement from the required list | | |
| 1. School calendar of program related events | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 2. Data on students being employed or interning with local or regional businesses | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 3. Opportunities for parent/guardian involvement | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| 4. Other documentation that established partnerships are reflective of the community and/or region. | Evidence insufficient | | Evidence demonstrates requirement | not submitted | |
| **TOTAL** | | | | | /12 |
| **Key Concerns (required for all red and yellow ratings):** | | | | | |

# Part 6: Signatures

| Outcomes Planned | NO (0) | MOSTLY | YES (2) | Points |
|---|---|---|---|---|
| Required signatures | Required signatures were not provided | | Required signatures were provided | |
| **TOTAL** | | | | /2 |

# Part 7: Total Points

| Sections with Points | Points Received | Points Possible | Score (%) |
|---|---|---|---|
| Part 2: CLNA | | | |
| Part 3: Program Design | | | |
| Part 4: Work-based Learning | | | |
| Part 5: Operations | | | |
| Part 6: Signatures | | | |
| **TOTAL** | | | |